

Management For Contracting Supervisors CON 333



STUDENT OVERVIEW BOOK

U.S. ARMY LOGISTICS MANAGEMENT COLLEGE**MANAGEMENT
FOR
CONTRACTING SUPERVISORS
CON 333****STUDENT OVERVIEW BOOK****TABLE OF CONTENTS**

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ACQUISITION AND
TECHNOLOGY

DP/CPA

OFFICE OF THE UNDER SECRETARY OF DEFENSE
3000 DEFENSE PENTAGON
WASHINGTON, DC 20301-3010

1 October 1995

Dear Student of Management for Contracting Supervisors,

I am extremely pleased to welcome you to the primary course for contracting managers. Until now, your formal training has focused on the technical knowledge needed for success in defense procurement. However, technical knowledge alone is insufficient to successfully manage within the defense acquisition environment.

Management for Contracting Supervisors (CON 333) has been specifically designed to develop the leadership, management, and organizational skills needed to be an effective contracts manager. This course will provide a medium for the identification, development and application of managerial and leadership techniques which you will be able to use in your own work environment.

We must be good managers as well as technically proficient to be successful. This course is intended to assist you in effectively managing in a changing contracting environment. Take this opportunity to develop your management and leadership skills so you will be better prepared to deal with the inevitable changes in our business.

I have a personal interest in your becoming a more effective manager and supervisor. I appreciate that the challenges facing our career field are making greater demands of us all. I hope this will be one of the most valuable and useful educational experiences of your acquisition career.

A handwritten signature in black ink, reading "Eleanor R. Spector", is positioned above the printed name.

Eleanor R. Spector
Director of Defense Procurement

U.S. ARMY LOGISTICS MANAGEMENT COLLEGE

MANAGEMENT FOR CONTRACTING SUPERVISORS CON 333

INTRODUCTION

Management for Contracting Supervisors is a DoD Level III mandatory course using various teaching techniques such as the case study approach, lectures, and critical incidents. The student target audience is defined by the Defense Contract Career Management Board (DCCMB) as:

First line supervisors or those eligible to be first line supervisors who are Level II certified and have completed one year of contracting experience after receiving Level II contracting certification.

The Course Competencies, created by the DCCMB, are highlighted in Tab C. These competencies have been incorporated into learning objectives found in course cases, critical incidents, and/or blocks of instruction. The Federal Acquisition Core Guiding Principles listed in Tab G, are also emphasized throughout this course.

PURPOSE

It is assumed that individuals in the target audience are technically qualified in contracting but have little, if any, management, leadership, and organizational skill training or experience. The purpose of this course is to provide instruction on these three skills. This course is not designed to teach “service particular” policies and procedures, rather, CON 333 provides a medium for the identification, development and application of managerial and leadership techniques to acquisition and contracting issues/problems that a first line supervisor may encounter. These management techniques are not all encompassing, nor are they intended to present an “official DoD position” on management. The objective is to assist you in your own professional development by providing some “managerial tools”, some issues to consider, and a forum for exchanging ideas with your contemporaries.

MANAGEMENT FOR CONTRACTING SUPERVISORS

(continued)

METHODOLOGY

Your course assignment is to focus on the identification and analysis of procurement related managerial issues and problems and the development of alternative solution considerations. While attending this course, you will be placed in various positions of responsibility within a fictitious command, the **Directorate of Contracting, Rickover Research, Development, and Operations Center**. You will be involved in a variety of procurement, acquisition, legal, regulatory and managerial scenarios that will help form the catalyst for problem identification, discussion and resolution.

Although these “problems” are based on actual case histories, the intermixing of other variables and issues ensures that there is no single correct solution. There are no **“official school solutions”**, so class discussions should focus on the issues, problem solving skills, group interaction, team building, and the process of managerial reasoning and risk management. You will be required to defend your rationale regarding the development of alternative methods of resolution. Additionally, you may be asked to role play other positions within the acquisition community in order to better illustrate the communication and acquisition planning challenges between competing interests, requiring activities, higher headquarters, oversight activities, customers, and defense contractors.

U.S. ARMY LOGISTICS MANAGEMENT COLLEGE**DEFENSE CONTRACT CAREER MANAGEMENT
BOARD
(DCCMB)****COURSE COMPETENCIES**

The Defense Acquisition Workforce Improvement Act, (DAWIA), mandated that the Department of Defense provide education and training for its acquisition workforce. The Defense Acquisition University is responsible for coordinating, establishing, and maintaining mandatory training and educational programs recommended by the Office of the Secretary of Defense (OSD) Functional Boards and approved by the Under Secretary of Defense for Acquisition and Technology. Once the education and training requirements have been identified by the DCCMB, they are translated into course competency statements which provide the framework for course development. The following competencies were developed for CON 333:

1. MANAGEMENT OF EXTERNAL INTERACTIONS

- 1.1** Establish and maintain communications between contracting offices and requiring activities.
- 1.2** Obtain well-written timely data and documentation, e.g. work statements, data, pre-and-post award documentation.
- 1.3** Balance the competing interests of requiring activities, the industry, higher headquarters, and oversight activities.
- 1.4** Improve understanding of the entire acquisition process, (e.g. budgeting and lead times) for various acquisition efforts.
- 1.5** Encourage early interaction with contractors without giving an advantage to any particular contractor.

COURSE COMPETENCIES

(continued)

2. PLAN, EXECUTE, AND OVERSEE WORKLOAD

- 2.1** Develop procurement planning skills to result in a high quality contract.
- 2.2** Manage workload distribution effectively within the contracting office.
- 2.3** Balance the requirement for workload completion with the need for development (including education, training, and experience) for myself and my staff.
- 2.4** Get the job done within the established organizational structure, e.g. Integrated Product Teaming (IPT), matrix support operation, System Program Offices (SPO).
- 2.5** Establish and justify effective procurement organizational structures.

3. LEAD AS A CONTRACTING PROFESSIONAL

- 3.1** Ensure the exchange of information among internal (e.g. contract specialists) and external (e.g. PCOs, ACOs, cost/price analysts, COR's, auditors, program managers, engineers, logisticians, and DFAS) team members.
- 3.2** Maximize the use of the expertise of team members.

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MANAGEMENT FOR CONTRACTING SUPERVISORS CON 333

HELPFUL POINTERS

On the first day of class, you will receive your course study materials and be assigned to a small workgroup comprised of your fellow classmates. Our intent is to divide the experience, knowledge, grade structure, military services and duty locations into four relatively equal homogeneous groups so that everyone can share their knowledge and experience. We fully expect that each workgroup will focus on different issues during each assignment, therefore, each workgroup may have different solutions.

Preparation: The better you are prepared to discuss the issues and problems found in each case or problem, the more you will learn through student interaction, and the more you will contribute to the learning process of others.

You will play various management roles within the Directorate of Contracting, Rickover Research, Development, and Operations Center, and even other management positions within the general scenario to gain a greater understanding of the needs of the requiring activity, the contractor, and other Federal agencies that you may come in contact with on a daily basis. You will, therefore, need to know your organization and the overall acquisition environment. Reading and understanding each assignment is necessary in order for you to be better prepared.

Participation: Your participation is requested. You are an expert at your home station, so please share your knowledge and experience. The course will be much more meaningful with full participation from everyone.

Please consider that we have a non-attribution policy that allows the students, faculty, and an occasional guest speaker the freedom to share their experiences, and provide their own thoughts and opinions without fear of being quoted.

(continued)

Workgroup Interaction:

- Concentrate on what you know.
- Ask questions of others.
- Work interactively with the other members of your workgroup.
- Let others express their opinions and ideas. Listening is a skill too!
- Build on the information, experience and ideas from others.
- Think creatively, have vision.
- Focus on your role in the scenario/case/problem.
- Help each other understand the case, the problem, the issues, etc.
- Promote teamwork.
- Have fun.

You may find the enclosed charts, **Briefing Responsibilities** (Tab H), and **Problem Solving Methods** (Tab I), helpful tools which may be useful to you throughout the week. An overview of a fictitious command, it's higher headquarters is provided in **Command History & Structure**, (Tab E), and RRDOC's **Organizational Charts** are provided in Tab F.

Use this opportunity to work on improving your managerial skills, question and explore the issues and exchange visionary ideas.

COMMAND HISTORY & STRUCTURE

As a participant in CON 333 you will be assuming various roles within a fictitious organization, Rickover Research, Development, and Operations Center, and even other management positions within the general scenario to gain a greater understanding of the needs of the requiring activity, the contractor, and other Federal agencies. Within this common setting, case studies are written to raise contracting issues that will require you to interact with your classmates and instructors as you consider potential management resolutions to the issues found throughout the course. The organization described below is intentionally broad in scope and responsibility, so that this course can address as many types of contracting organizations as possible within our DoD contracting community. However, if your specific organization is not represented, don't let that be a detriment to your learning experience, since the management principles discussed during class can be applied regardless of the setting.

THE DEFENSE MATERIEL OPERATIONS COMMAND (DMOC)

The Defense Materiel Operations Command is known throughout the Department of Defense and the Defense industrial community as "DMOC". This joint command was established to advocate joint technology initiatives among the various military services and DoD agencies. The command supports a triple pronged mission of equipment/weapon research and development, developmental and operational laboratory testing, and full scale production of joint use technologies. One of the major subordinate commands reporting to DMOC is the Rickover Research, Development, and Operations Center, better known as RRDOC (pronounced "R-DOC").

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COMMAND HISTORY & STRUCTURE

(continued)

RICKOVER RESEARCH, DEVELOPMENT, AND OPERATIONS CENTER (RRDOC)

The Rickover Research, Development and Operations Center, has an extremely diversified mission encompassing the full range of acquisition activities. RRDOC has a full compliment of test ranges and test facilities as well as a state-of-the art R&D Laboratory which makes the Center one of DoD's premier test range facilities as well as the center of excellence for the development and fielding of military vehicles, equipment, and subassemblies.

Because RRDOC is a joint command, the commanders position is rotated equitably among the services. Today, RRDOC is currently commanded by Rear Admiral Patrick Toomey, USN. Admiral Toomey is a Supply Corp officer with 26 years of active federal service.

As the defense budget shrinks, consolidation of the services' limited requirements for joint programs has become a necessity to achieve affordability. RRDOC is home to four major system program management offices:

- Joint Service Drone Target Program
- Data Collection Vehicle Program
- Deep, Dry, Fast, Insertion Vehicle Program
- Test Data Acquisition System Program

RRDOC's large Test Range Directorate, and Research and Development Laboratory support these program offices, as well as other DoD programs such as the Mobil Armored Transporter program (MAT-150), for the U.S. Army.

The enclosed **Rickover Research, Development, and Operations Organizational Chart** (Tab F), reflects these program offices and the other Directorates, Divisions, and Branches that comprise and support the command.

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COMMAND HISTORY & STRUCTURE

(continued)

DIRECTORATE OF CONTRACTING (PK)

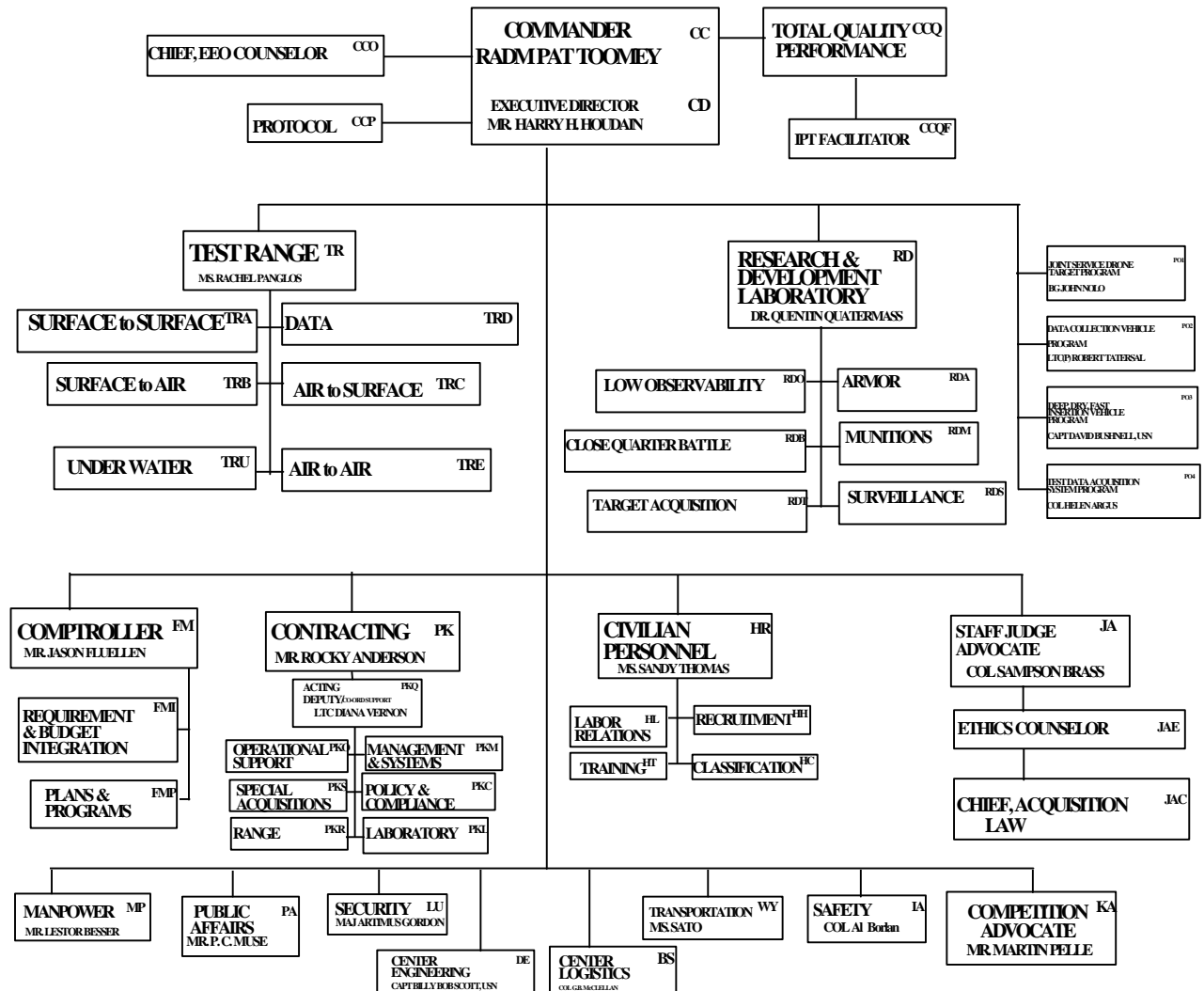
The Directorate of Contracting provides contracting support for these program management offices, the R&D Laboratory, and the Test Range Directorate, as well as installation support/services contracting for RRDOC. Contract administration for RRDOC's base-operations and test range support is conducted internally within the division, however DCMC provides contract administration via the cognizant regional CAS organization when assigned.

The enclosed **Directorate of Contracting Organizational Chart** (Tab F), reflects how this Directorate is organized to support this mission. The Directorate's workload and Table of Distribution and Allowances (TDA), will be provided on the first day of class.

The current Director is Mr. Rocky Anderson, GM-15. He has completed 24 years government service as an 1102.

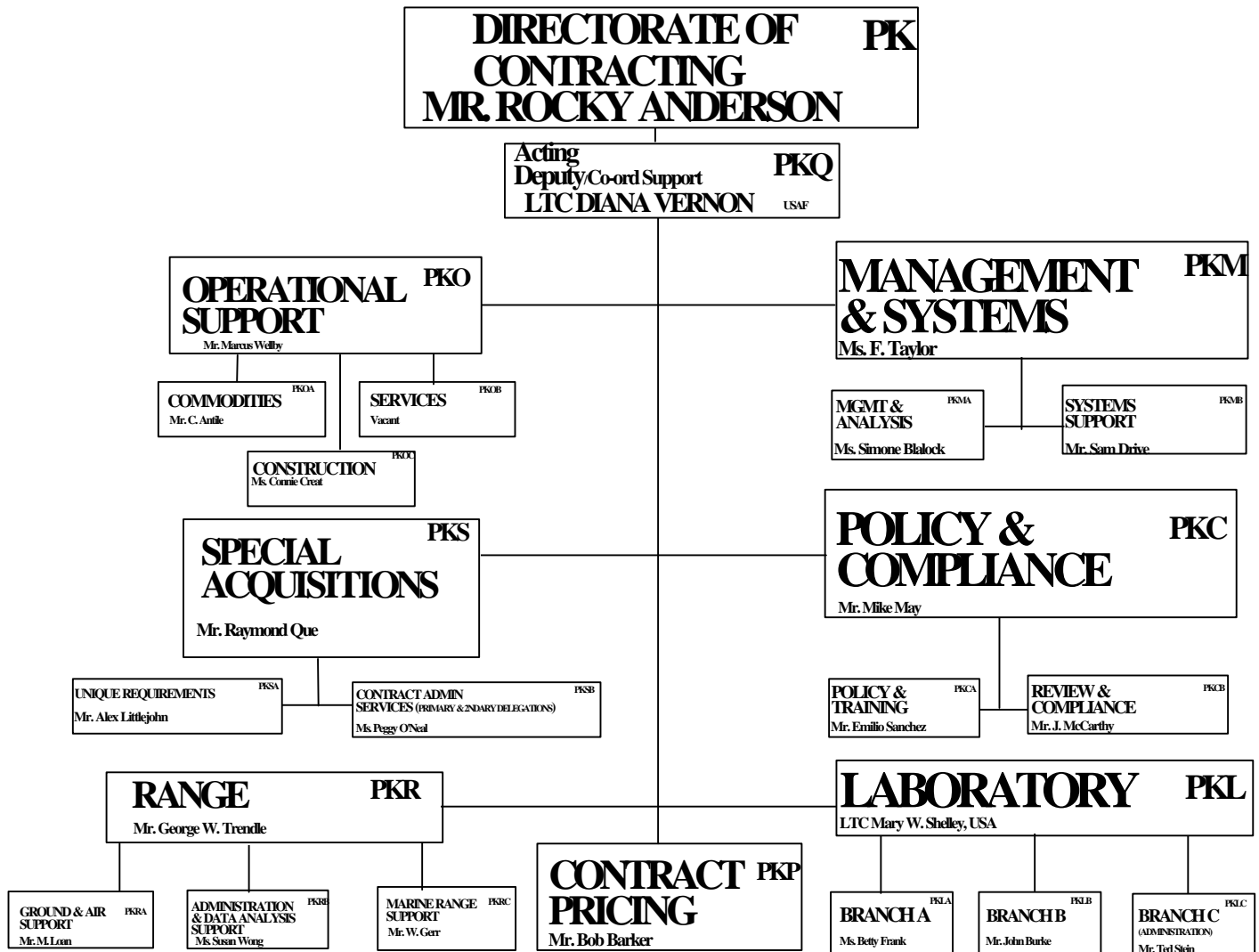
RICKOVER

RESEARCH, DEVELOPMENT and OPERATIONS CENTER



RICKOVER

RESEARCH, DEVELOPMENT and OPERATIONS CENTER



CORE GUIDING PRINCIPLES

A. THE VISION OF THE FEDERAL ACQUISITION SYSTEM IS TO DELIVER ON A TIMELY BASIS, THE BEST VALUE PRODUCT OR SERVICE TO THE CUSTOMER, WHILE MAINTAINING THE PUBLIC'S TRUST AND FULFILLING PUBLIC POLICY OBJECTIVES.

B. THE FEDERAL ACQUISITION SYSTEM WILL:

- (1) SATISFY THE CUSTOMER IN TERMS OF COST, QUALITY, AND TIMELINESS OF THE DELIVERED PRODUCT OR SERVICE BY, FOR EXAMPLE:**
 - (i) MAXIMIZING THE USE OF COMMERCIAL PRODUCTS AND SERVICES**
 - (ii) USING CONTRACTORS WHO HAVE A TRACK RECORD OF SUCCESSFUL PAST PERFORMANCE OR WHO DEMONSTRATE A CURRENT SUPERIOR ABILITY TO PERFORM; AND,**
 - (iii) PROMOTE COMPETITION;**
- (2) MINIMIZE ADMINISTRATIVE OPERATING COSTS;**
- (3) CONDUCT BUSINESS WITH INTEGRITY, FAIRNESS, AND OPENNESS; AND,**
- (4) FULFILL PUBLIC POLICY OBJECTIVES**

C. THE ACQUISITION TEAM CONSISTS OF ALL PARTICIPANTS IN GOVERNMENT ACQUISITION INCLUDING NOT ONLY REPRESENTATIVES OF THE TECHNICAL, SUPPLY, AND PROCUREMENT COMMUNITIES BUT ALSO THE CUSTOMERS THEY SERVE, AND THE CONTRACTORS WHO PROVIDE THE PRODUCTS AND SERVICES.

D. THE ROLE OF EACH ACQUISITION TEAM MEMBER IS TO EXERCISE PERSONAL INITIATIVE AND SOUND BUSINESS JUDGMENT IN PROVIDING THE BEST VALUE PRODUCT OR SERVICE TO MEET THE CUSTOMER'S NEEDS. IN EXERCISING INITIATIVE, GOVERNMENT MEMBERS OF THE ACQUISITION TEAM MAY ASSUME IF A SPECIFIC STRATEGY, PRACTICE, POLICY OR PROCEDURE IS IN THE BEST INTERESTS OF THE GOVERNMENT AND IS NOT ADDRESSED IN THE FAR, NOR PROHIBITED BY STATUTE OR CASE LAW, EXECUTIVE ORDER, OR OTHER REGULATION, THAT THE STRATEGY, PRACTICE, POLICY OR PROCEDURE IS A PERMISSIBLE EXERCISE OF AUTHORITY.

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BRIEFING RESPONSIBILITIES

WHEN PREPARING YOUR BRIEFING YOU SHOULD CONSIDER THESE FACTORS. IN ADDITION, YOU SHOULD CONSIDER WHAT IMPACT EACH FACTOR WILL HAVE ON YOUR SITUATION AND THE WAY IN WHICH YOU BRIEF. CONSIDER ALL ISSUES REGARDLESS OF THEIR IMPACT. **KNOWING YOUR AUDIENCE** WILL SET THE FOCUS AND TONE FOR YOUR BRIEFING.

- **WHAT IS THE PURPOSE OF YOUR BRIEFING?**
- **WHAT IS THE DESIRED OUTCOME?**
- **WHAT ARE THE FACTS?**
- **WHAT ARE YOUR ASSUMPTIONS?**
- **ARE THEY VALID AND REASONABLE?**
- **WHAT ARE THE SITUATIONAL FACTORS?**
- **WHAT ARE THE ETHICAL DIMENSIONS?**
- **WHAT IS YOUR PLAN?**
 - WHY IS IT VALID?**
 - WHAT RESOURCES ARE REQUIRED?**
 - WHAT & HOW ARE YOU MEASURING?**
 - ARE THERE TIME CONSTRAINTS?**
- **WHAT IS YOUR CONTINGENCY/BACKUP PLAN(S)?**
- **WHAT IS THE WORST CASE SCENARIO?**
 - IS IT ACCEPTABLE?**
 - WHAT ARE YOUR MITIGATION PLANS?**

PROBLEM SOLVING METHODS

- **GATHER THE FACTS**
- **DISCARD IRRELEVANT, UNNECESSARY, AND ERRONEOUS INFORMATION**
- **MAKE VALID ASSUMPTIONS***
- **DEVELOP ALTERNATIVE COURSES OF ACTION**
- **DO ANALYSIS OF EACH COURSE OF ACTION**
- **DETERMINE IF YOU HAVE ENOUGH RESOURCES**
- **MAKE AN INFORMED DECISION**
- **TAKE ACTION AND IMPLEMENT YOUR DECISION**
- **MONITOR AND FOLLOW-UP**

* Assumptions

- Don't assume away the problem.
- Assumptions cover issues over which you have no control, and are used to fill a gap of knowledge.
- A valid assumption must be logical, realistic, and essential, in order to continue planning.

Directions to U.S. Army Logistics Management College, Fort Lee.

From Northern Virginia follow Interstate 95 South towards Petersburg. Take exit 54, Temple Avenue (Route 144), turn right on Temple Avenue. Pass through four traffic lights and take a right at the fifth traffic light, which is River Road. Follow River Road to the end and turn right on Oaklawn Boulevard (Route 36 West). Turn left at the next traffic light and enter Fort Lee. After passing through the gate turn right at Adams Avenue (turn just before the light). Make a right onto Mahone Avenue (next light) and a left at Jessup Street (next light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.

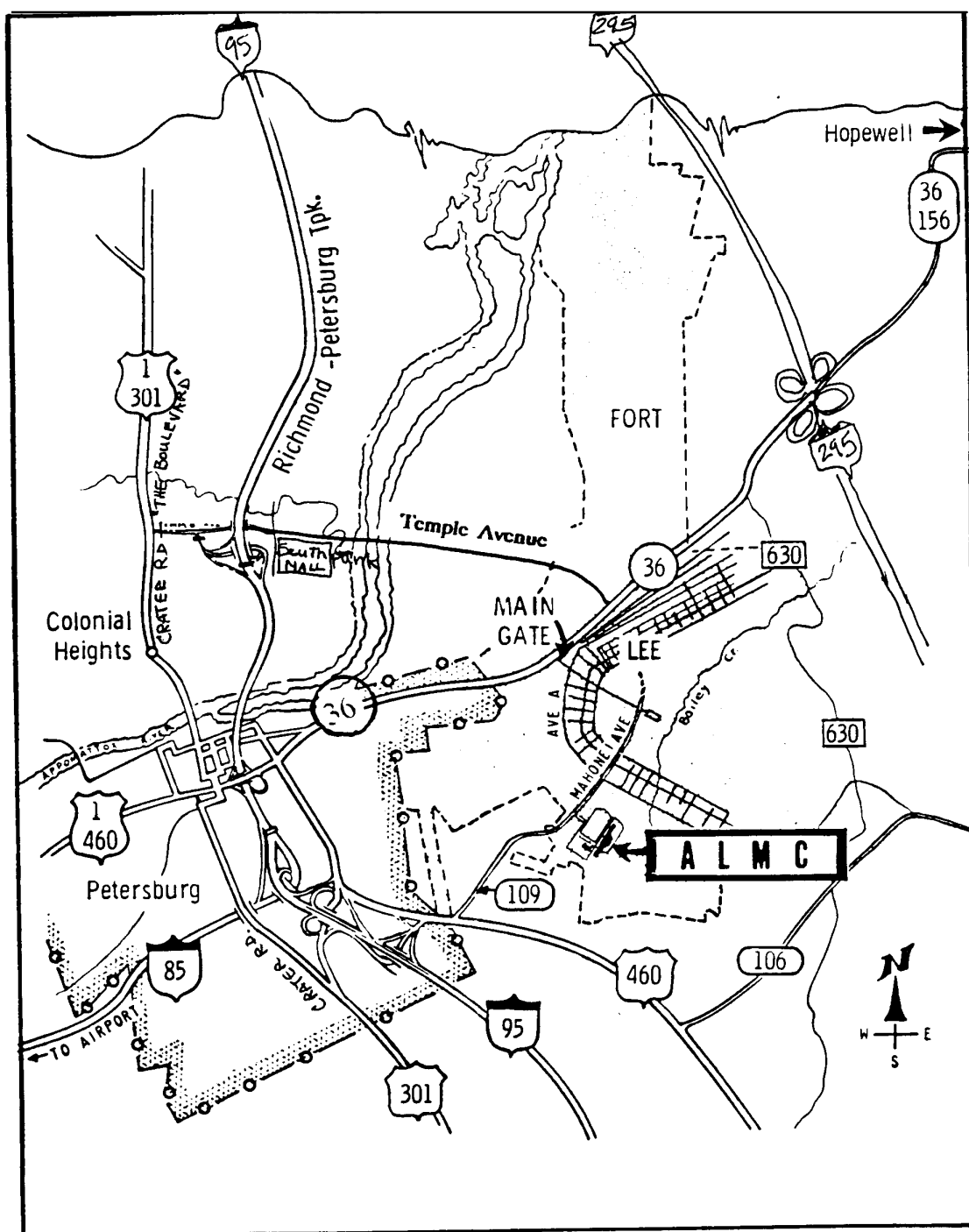
From Eastern Virginia follow Interstate 64 West to Interstate 295 South. Take Exit 9B, Route 36 West (Ft Lee/Colonial Heights). Immediate move over to the center or left lane (right lane turns right only). Pass through 3 traffic lights, turn left at the fourth light and enter Fort Lee. After passing through the gate turn right at Adams Avenue (turn just before the light). Make a right onto Mahone Avenue (next light) and a left at Jessup Street (next light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.

From North Carolina via Interstate 85 take exit 68, Interstate 95 South/Route 460 East. Follow the signs for Route 460 Business/County Drive/Norfolk. Turn left on Hickory Hill Road (Route 109) and follow for one mile. Enter Fort Lee and make a right at Jessup Street (first traffic light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.

From North Carolina via Interstate 95 take exit 50A, Ft Lee/Route 460 East. Turn left on Hickory Hill Road (Route 109) and follow for one mile. Enter Fort Lee and make a right at Jessup Street (first traffic light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.

From Western Virginia take Interstate 64 East to Interstate 95 South. Follow Interstate 95 South towards Petersburg. Take exit 54, Temple Avenue (Route 144), turn right on Temple Avenue. Pass through four traffic lights and take a right at the fifth traffic light, which is River Road. Follow River Road to the end and turn right on Oaklawn Boulevard (Route 36 West). Turn left at the next traffic light and enter Fort Lee. After passing through the gate turn right at Adams Avenue (turn just before the light). Make a right onto Mahone Avenue (next light) and a left at Jessup Street (next light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.

From Richmond Airport take South Airport Drive to Interstate 64 East. From Interstate 64 take Interstate 295 South. Take Exit 9B, Route 36 West (Ft Lee/Colonial Heights). Immediate move over to the center or left lane (right lane turns right only). Pass through 3 traffic lights, turn left at the fourth light and enter Fort Lee. After passing through the gate turn right at Adams Avenue (turn just before the light). Make a right onto Mahone Avenue (next light) and a left at Jessup Street (next light). Turn right at stop sign onto Quarters Road. Student parking is on the right and follow the road around to ALMC, building 12500.



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